Disability Services
Grant Report Summary

1999/00

August, 2001
Ministry of Advanced Education, Training and Technology
Post Secondary Education Division
University Colleges and Program Planning Branch

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Executive Summary

In 1983, the Government of British Columbia began to provide special funding to institutions for services to students with disabilities - the Adult Special Education Grant Supports and Services Grant. In 1999, the name of the grant was changed to the Disability Services Grant (DSG) to reflect the true nature of the funding. In 1999/00, targeted grant funding totalling over $3.3 million was provided to 21 colleges and institutes in British Columbia. Through this shared funding between the provincial government and the post-secondary educational institutions, students with disabilities received a variety of services that enabled them to learn successfully despite their disabilities.

The traditional disabilities in the post-secondary system, such as visual, hearing and physical impairments, are increasingly joined by non-visible impairments such as learning and mental health disabilities. As well, the number of students with multiple disabilities who demand greater and more complex levels of accommodation is steadily growing.

Institutions report that there has been an increase in the volume of services demanded. They state that each student with a disability is accessing more services more often and that growth in demand may not totally reflect the numbers of students with disabilities who are enrolled. In addition to increased volume, there has been a marked increase in the complexity of services demanded due to the needs of students with multiple disabilities.

Despite the challenges, institutions report successes in assisting and counselling students with a disability to manage challenges and to achieve success in their coursework.

As part of the funding relationship, institutions submit annual reports outlining the numbers of students with disabilities they served, the institutions' best practices and initiatives, their significant challenges, student outcomes, and the institutional policies in place over the year. This report is a consolidation of that information.

Student Numbers
Provided by the Institutions 1999/00

In 1999/00, a total of 8,472 students with disabilities sought admission to university colleges, colleges and institutes. All students were interviewed and 5,533 enrolled. The remaining 2,941 did not enrol after the initial interviews because they did not meet admission requirements or as a result of other circumstances.

A. Total Student Numbers

	Pre-Admission or Placement Only	Enrolled Students; Ongoing Support						Grand Total Pre-Admission & Ongoing
		ASE Programs	ABE Programs	Career/ Tec/Voc	Academic/UT Year 1&2	Academic/UT Year 3&4	TOTAL	
Learning Disability (formal diagnosis)	615	35	446	509	396	59	**1527**	**2148**
Slow Learning/ Other Learning Deficit	451	51	212	266	68	2	**603**	**1054**
Mental Handicap/ Cognitive Disability	122	106	29	7	13	6	**166**	**288**
Multiple Disability	161	53	73	76	64	8	**285**	**446**
Mental Health Disability	380	22	188	202	162	11	**647**	**1028**
Visual Impairment	116	29	35	52	41	11	**175**	**291**
Blind	54	4	38	23	12	1	**78**	**132**
Hard of Hearing	85	5	34	55	50	9	**157**	**242**
Deaf	66	18	6	57	36	4	**193**	**259**
Physical Disability	461	9	232	274	336	44	**916**	**1377**
Neurological Disability	195	35	101	125	116	12	**415**	**601**
Other Disability	235	15	86	135	75	10	**371**	**606**
TOTAL	2941	382	1480	1781	1369	177	**5533**	**8472**

Note: Langara College did not have a program breakdown. VCC did not give program breakdown for deaf students. Their total enrolment has been added to the total and the grand total.

In 1999/00, numbers of enrolled students receiving ongoing support totalled 5,533, representing an increase over previous years. For a comparison with previous years, see Figure One located on page 5.

B. Student Numbers by Institution

TOTAL ENROLLED STUDENTS (ONGOING SUPPORT) BY INSTITUTION
1996/97 to 1999/2000

INSTITUTION:	1996/97	1997/98	1998/99	1999/00	Total 4 year Growth	Avg. growth per year
British Columbia Institute of Technology	351	359	385	373	6%	2%
Camosun College	236	324	403	399	69%	20%
Capilano College	85	123	141	210	147%	19%
College of New Caledonia	125	163	188	192	54%	16%
College of the Rockies	94	73	86	131	39%	16%
Douglas College	318	287	275	362	14%	6%
Emily Carr Institute of Art and Design	29	40	55	88	203%	45%
Justice Institute of B.C.	23	n/a	10	31	35%	n/a
Kwantlen University College	329	418	521	629	91%	24%
Langara College	169	195	236	248	47%	14%
Malaspina University College	274	301	374	378	38%	12%
Nicola Valley Institute of Technology	112	22	28	54	-52%	13%
North Island College	138	n/a	358	308	123%	n/a
Northern Lights College	68	76	69	54	21%	-6%
Northwest Community College	70	82	85	95	36%	11%
Okanagan University College	236	334	443	507	115%	30%
Open Learning Agency	223	313	262	225	1%	3%
Selkirk College	105	82	92	121	15%	7%
University College of the Cariboo	101	143	212	146	45%	20%
University College of the Fraser Valley	136	156	155	216	59%	18%
Vancouver Community College	620	780	643	766	24%	9%
TOTAL	**3842**	**4271**	**5062**	**5533**	**44% avg**	**16 % avg**

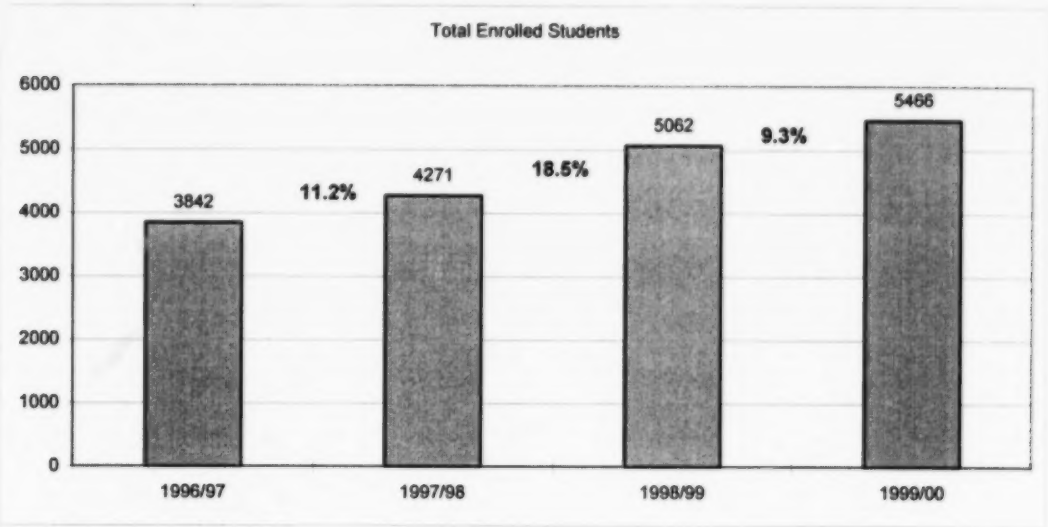
Note: 1997/98 numbers do not include the Justice Institute and North Island College. The numbers for 1997/98 do not include D/deaf students from Vancouver Community College. The percentages have been rounded to the nearest whole number.

Most institutions have shown marked growth over the past four-year period. The average growth per year for all the institutions is 16 percent, with Emily Carr Institute of Art and Design having the highest average growth of 45 percent per year. Emily Carr Institute of Art and Design also had the largest overall growth in the last 4 years of 203 percent. The total average growth over the last four years for all institutions was 44 percent.

See Figures One, Two, Three, and Four for graphic illustrations of the data.

FIGURE ONE

NUMBER OF STUDENTS WITH DISABILITIES – PROVINCIAL TOTAL 1996/97 to 1999/00

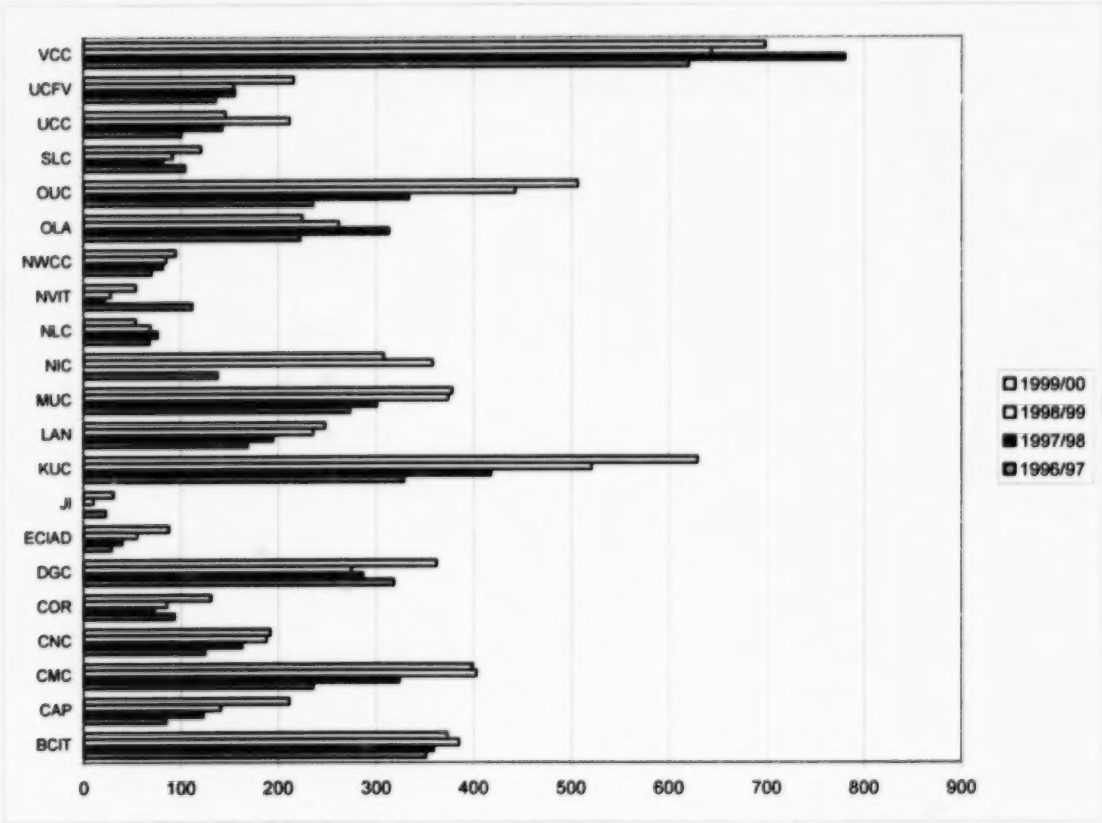


Note: These numbers refer to enrolled students who receive ongoing support. The total for 1997/98 does not include the Justice Institute and North Island College.

The total number of students with disabilities has increased steadily since 1996/97, and is expected to continue to increase as persons with disabilities become more aware of the services available at post-secondary institutions.

FIGURE TWO

TOTAL ENROLLED STUDENTS (ONGOING SUPPORT) BY INSTITUTION
1996/97 to 1999/00

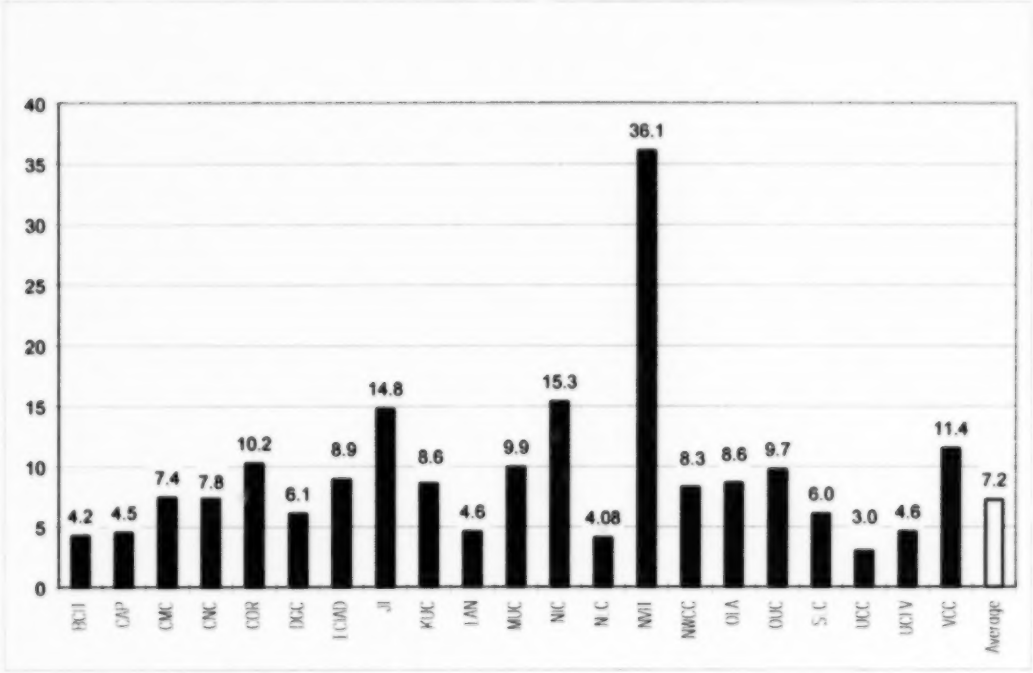


Note: These numbers refer to enrolled students who receive ongoing support. The totals for 1997/98 do not include the Justice Institute and North Island College.

Vancouver Community College has the largest population of students with disabilities at 766, followed by Kwantlen University College (629) and Okanagan University College (507). However, over the last four years, the most significant increase in populations of students with disabilities occurred at Emily Carr Institute of Art and Design (203%), Capilano College (147%), North Island College (123%), and Okanagan University College (115%).

FIGURE THREE

STUDENTS WITH DISABILITIES AS A PERCENTAGE OF INSTITUTIONS' TOTAL STUDENT POPULATION (FTEs) 1999/00



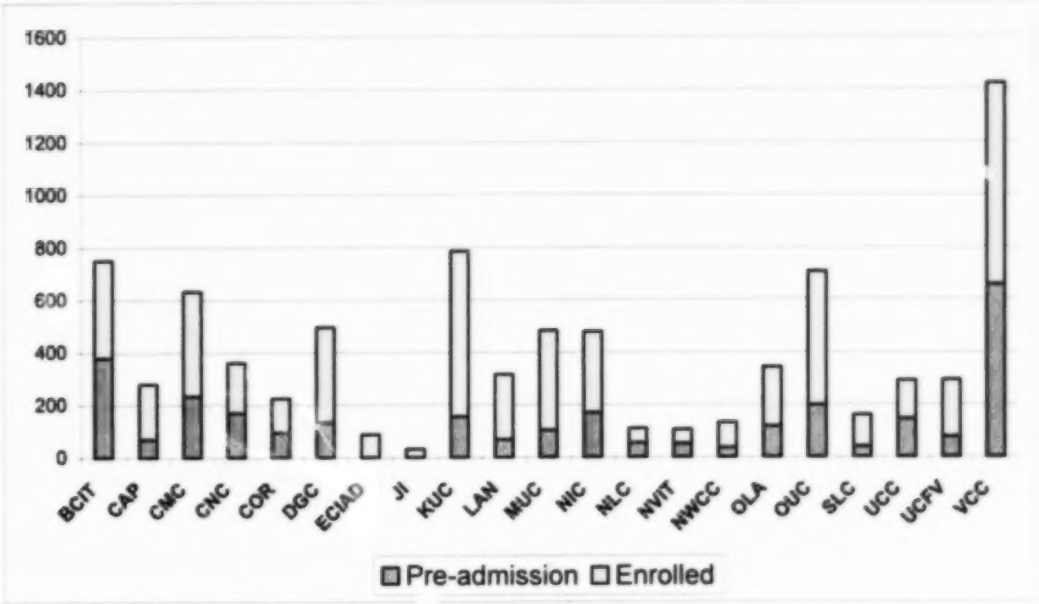
Note: These numbers refer to enrolled students who receive ongoing support.
Source: 1999/00 Audited FTEs – Post Secondary Finance and Information Management Branch, Ministry of Advanced Education, Training and Technology

This graph represents the percentages of student populations that are comprised of students with disabilities receiving ongoing support. When the total number of enrolled students with disabilities across all institutions was compared to the total number of Full Time Equivalents (FTEs), the provincial average was 7.2 percent. The numbers of students with disabilities can and do fluctuate substantially from year to year. Between 1996 and 2000, the average standard deviation for enrolment of students with disabilities for all the institutions was 19.1 percent.

The distribution of students with disabilities among institutions and student groups does not appear to be uniform. However, among First Nations students, a very high incidence of disabilities is reported and this may explain the high number students with disabilities at the Nicola Valley Institute of Technology (36.1%).

FIGURE FOUR

STUDENTS WITH DISABILITIES – BY INSTITUTION
PRE-ADMISSION AND ENROLLED NUMBERS
1999/00



Not all persons with disabilities who approach disability services at post-secondary institutions enrol as students. In 1999/00, 2,941 persons with disabilities, who had contacted institutions' disability services offices prior to admission, did not enrol because they did not meet admission requirements or for some other reason. Nonetheless, these 'non-enrollees' still represent a significant workload for staff who administer disability services.

The institutions indicate varying numbers of 'pre-admission' contacts as a percentage of the number of students with disabilities who enrolled. However, across all institutions, an average of 35 percent of the total number of people who contacted an institution's disability services office prior to admission did not become students who were supported by disability services. The variance across the institutions in the numbers of pre-admission students ranges from 50 percent (BCIT, University College of the Cariboo, and Northern Lights College) to 20 percent (Kwantlen University College) and 21 percent (Langara College and Malaspina University-College).

C. Student Numbers by Disability

The following graph depicts student numbers by disability over the past four years.

STUDENTS WITH DISABILITIES NUMBERS - BY DISABILITY
1996/97 to 1999/00

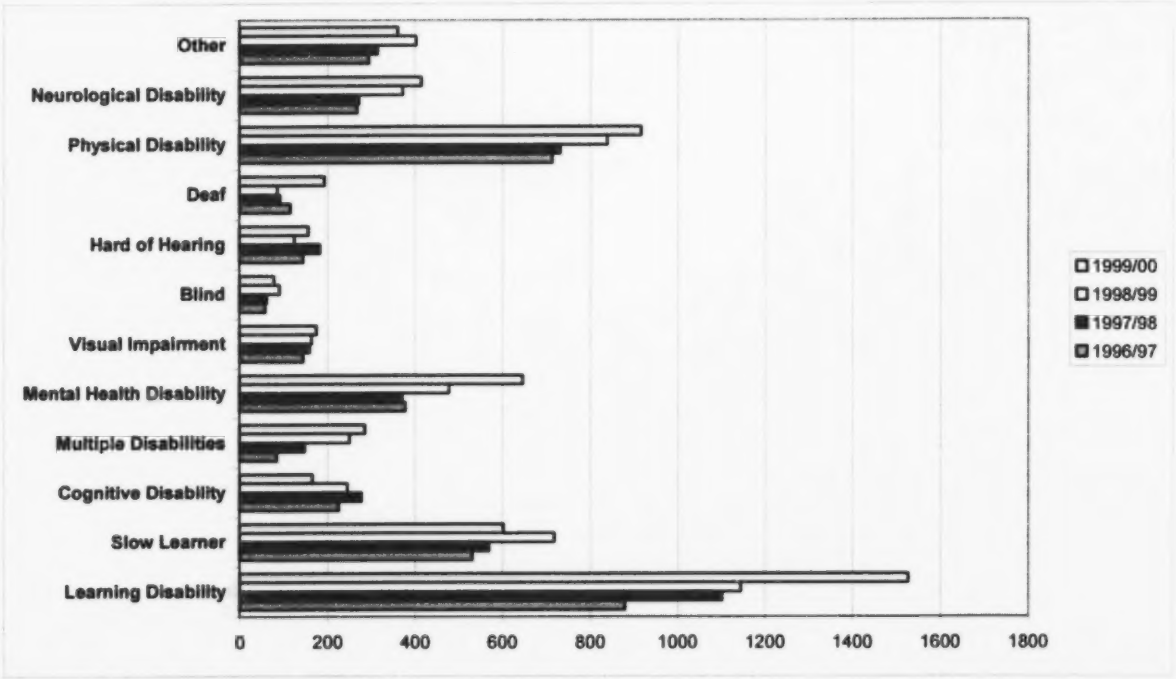
	1996/97	1997/98	1998/99	1999/00	Average Growth Per Year	Growth over Four Years
Learning disability	880	1101	1144	1527	21%	74%
Slow learning	532	570	719	603	6%	13%
Cognitive disability	226	277	245	166	(-7%)	(-27%)
Multiple disability	85	148	250	285	52%	235%
Mental health disability	378	371	478	647	21%	71%
Visual impairment	145	159	164	175	7%	21%
Blind	58	62	91	78	13%	34%
Hard of hearing	145	183	125	157	7%	8%
Deaf	116	92	86	193	32%	66%
Physical disability	715	732	839	916	9%	28%
Neurological disability	268	272	372	415	17%	55%
Other	294	314	402	361	8%	23%

Note: These numbers refer to enrolled students who receive ongoing support. The numbers for 1997/98 do not include the Justice Institute and North Island College, and do not include the numbers of deaf and hard of hearing students at Vancouver Community College. Percentages have been rounded to the nearest whole number.

There has been significant growth in specific disabilities over the past four years. Several institutions commented on an increase in students with multiple disabilities and the data reflect these observations with a growth of 235 percent over four years. As well, non-visible disabilities, such as learning disabilities and mental health disabilities, have increased by over 70 percent in the last four years.

FIGURE FIVE

STUDENT NUMBERS - BY DISABILITY
1996/97 to 1999/00



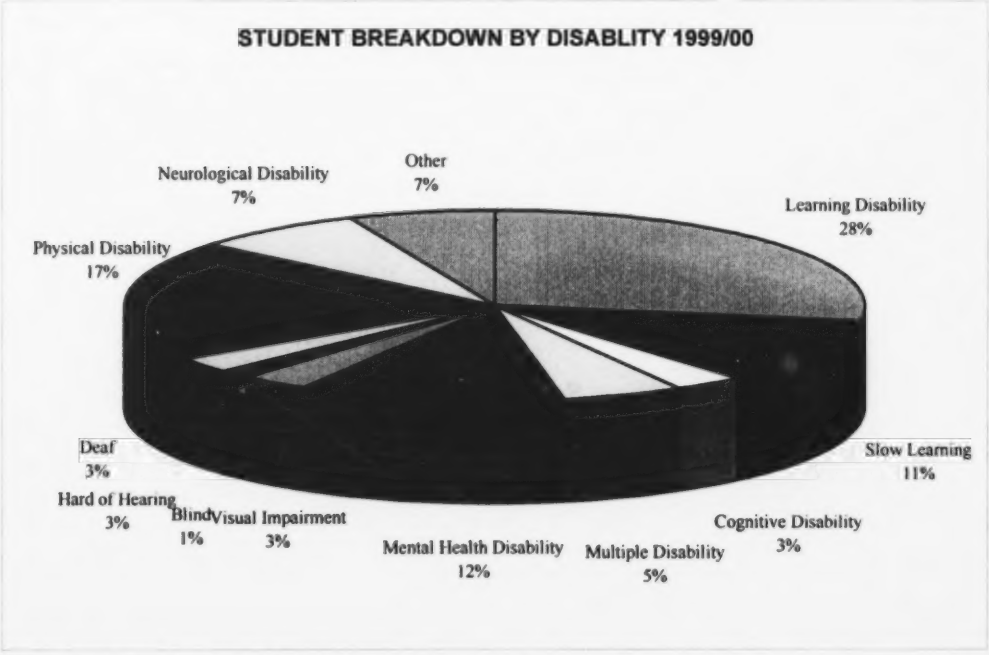
Note: These numbers refer to enrolled students who receive ongoing support.

Numbers have increased consistently over the past four years in the following categories: learning disability (formal diagnosis), multiple disabilities, mental health disability, physical disability, and neurological disability.

Of these categories, the largest increase from 1998/99 to 1999/00 can be found in the number of students with a mental health disability (a 35% increase) and those with formally diagnosed learning disabilities (a 33 percent increase). The 1527 students with a formally diagnosed learning disability constituted the largest group of students with a shared disability who were receiving ongoing support. This is an increase from 1144 in 1998/99.

FIGURE SIX

STUDENT NUMBERS
(ENROLLED STUDENTS, ONGOING SUPPORT)
BY DISABILITY
1999/00



Percentages have been rounded to the nearest whole number.

The four largest disability groups served are: students with a formally diagnosed learning disability (28 percent), students with a physical disability (17 percent), students with a mental health disability (12 percent), and those with a slow learning (11 percent) disability. These four categories represent 68 percent of the total numbers of students with disabilities.

In the four smaller disability groups, one percent of supported students are blind, three percent are deaf, three percent are hard of hearing, three percent have a visual impairment, and three percent have a cognitive disability.

Examples of the seven percent listed as "Other" include disabilities such as tourette syndrome, chronic fatigue syndrome, fibromyalgia, lupus, chrohns, allergies, Attention Deficit Disorder (ADD)/Attention Deficit Hyperactivity Disorder (ADHD, AD/HD), autism, diabetes, Fetal Alcohol Effects (FAE/FAS), human immunodeficiency virus (HIV)/acquired immunodeficiency syndrome (AIDS), Hepatitis C, and kidney disease.

New or Significant Activities

British Columbia's post-secondary institutions implemented several new projects and services in 1999/00. This commitment to providing the best possible services to students with disabilities is reflected in the examples of best practices and new initiatives listed below. It is the hope of the Ministry of Advanced Education, Training and Technology that this information will be useful to institutions developing new projects or services, and will facilitate information sharing within the post-secondary system.

It is important to note that institutions were asked to report *only* new services or additions to previous services. As a result, and because the following list is a selection of activities only, **this report is far from a comprehensive summary of all services available in British Columbia to students with disabilities**.

Public Awareness/Promotion/Communication Activities

All institutions continued to promote their services for persons with disabilities to schools, community groups, career fairs, and service agencies in order to increase partnerships and promote awareness. Within the institutions, disability services contributed to activities such as orientation sessions for students and presentations to faculty and staff. There is also continued development of print materials and websites to promote disability services.

British Columbia Institute of Technology

- The Educational Resource Centre underwent a name change to the Disability Resource Centre (DRC) to reflect more clearly the nature and role of the department.
- By utilizing peer support processes, regular networking with BCIT interpreters, and other post-secondary interpreting coordinators, the DRC interpreting team increased public awareness of its services for D/deaf students.

Kwantlen University College

- The *Faculty Handbook for Accommodating Students with Disabilities* was completed and distributed to over 800 employees on four campuses. An online version is being produced for the Kwantlen Website.
- The disability services coordinator co-moderated (with Centre for Curriculum, Transfer and Technology) an online discussion of the legal and technical issues for information access for persons with disabilities. The discussion was two weeks long and involved over 500 faculty, administrators and staff on a provincial distribution list. It served to raise awareness of the need for colleges to increase their web access for visually impaired students.
- The disability services coordinator maintained and moderated a distribution list for all the disability service providers in the province. There are 112 participants on the list. It serves as a forum for

discussion about disability issues; specifically, it allows service providers to get answers to complex accommodation problems. The name of the distribution list is "servnet@kwantlen.bc.ca".

Langara College

- Wrote and published two editions of *The Advocate* (a newsletter for students with disabilities) outlining future activities, feedback from surveys, scholarship and bursary information, as well as student profiles.
- Published two articles in *By the Way* (Langara's newsletter for all employees) describing the role of Langara's disability services office and the "duty to accommodate".

Northern Lights College

- Accepted for presentation at "Destination Success", a national conference on learning disabilities in the post-secondary education.
- Fifteen-second advertisements, identifying disability services available at Northern Lights College, were placed on the local radio station.

Northwest Community College

- A college-wide mental health contest was held ('How Mental Illness Has Impacted My Life').
- Met with First Nations education coordinators to explain the process of referring students with mental illness(es) to the College.

Okanagan University College

- The disability services coordinator in Salmon Arm was involved with the local radio station to promote access for students with disabilities.

Open Learning Agency

- In conjunction with Auroga Technologies, the Canadian National Institute for the Blind, Western Institute for the Deaf and Hard of Hearing, and other product representatives, the Disability Services Office participated in presentations on adaptive technologies. Persons with disabilities were invited to attend daylong events and were provided first-hand exposure to adaptive technologies and software.

Selkirk College

- Information regarding disability services was included in a new brochure developed for the Student Access and Support Department. The brochure is distributed to all students during their mandatory Basic Skills Assessment Test. (Services are also described orally before the test.) The brochure was also distributed and discussed at various sessions for BC Benefits clients.

Formal Community Linkages and Partnerships

Institutions maintained and developed a wide range of partnerships and working relationships with agencies that work with individuals with disabilities such as the Adult Services Project (ASP), College and Institute Library Services (CILS), and Vocational Rehabilitation Services (VRS). Disability services providers maintained memberships to national, provincial and inter-institutional committees to help develop and serve students with disabilities more effectively. Samples of the partnerships are listed below.

Douglas College

- Continued offering "College Preparation Courses for Students with Mental Health Disabilities" in partnership with the Ministry of Health.

Emily Carr Institute of Art & Design

- A number of students are involved with Operation KickstART, an international festival of artists with disabilities that will open in Vancouver in August 2001.

Justice Institute of British Columbia

- Working with the Fraserside Community Services Society, the Community Living Society, and New Westminster Parks and Recreation, the Justice Institute's Social Services and Community Safety Division co-sponsored the *Spirit of Community Living*, an event that featured displays, small workshops, and film and theatre presentations for community members with developmental disabilities.
- The Social Services and Community Safety Division, specifically its Residential Management and Youth Care programs, teamed with the Ministry for Children and Families (MCF) to provide contract training for the certificate program in Working with Youth in Community Settings. The program is provided for MCF employees and Victory Hill School. The majority of the participants (15 of 22) were deaf and work with deaf students.

Open Learning Agency

- The Open Learning Agency (OLA) and the local Canadian National Institute for the Blind (CNIB) office developed a community partnership to assist students with a disability in obtaining pre-entry computer skills. At the Nanaimo Independent Living Centre, OLA students who have a disability can now access computer labs with instructors at no cost. The centre is equipped with Job Access with Speech (JAWS) and Zoom text adaptive software.

In-Service and Professional Development

Institutions continue campus-wide and community professional development through memberships, workshops, information sessions, and conferences to strengthen the relationships among service providers, faculty, and students.

Camosun College

- Researched provincial programs and initiatives with a view to establishing a screening program for students with mental health disabilities.

Capilano College

- Professional development activities were provided through an interactive workshop in which several students presented an overview of their conditions and discussed the importance of the classroom accommodations that were provided.

Kwantlen University College

- The coordinator facilitated a four-month strategic planning process for the Provincial Interpreting Services Project. Representation was provided from interpreters, students, disability services coordinators, and Interpreting Services Project (ISP) employees. The three-year plan served as a basis for funding requests and program planning and implementation.
- The disabilities unit facilitated a mental health workshop for all Student Services employees. Three representatives from the Canadian Mental Health Association gave presentations on general mental health issues, experiences from the perspective of someone with Bipolar disorder, and paranoid schizophrenia.

Langara College

- Due to an increase in the number of students who have mental health disorders and/or substance abuse problems and who have been incarcerated, research of "co-occurring disorders in the justice system" was undertaken.

Transition Services

Working with staff from secondary schools, community agencies and admissions offices, institutions continue to develop initiatives to identify potential students with disabilities as they start their program of studies. Career planning and exit transitions continue to be developed and implemented.

British Columbia Institute of Technology

- The Interpreting Team in the Disabilities Resource Centre has implemented a plan for D/deaf students to access text material ahead of a program start date for "pre-reading" and "study".

Camosun College

- Developed an initial model for a transition program for students with mental health disabilities.

College of New Caledonia

- The Exit Transition program was designed to assist students in building employment skills along with academic skills. Each student's Individual Exit Transition Action Plan addressed the individual's disability, current and expected level of independence, and any other barriers to employment. Students learned how to present their employment strengths, state their employment barriers, and reassure potential employers that they will be able to meet job requirements. Students participated in a series of interactive workshops and were provided with one-on-one assistance in writing resumes and cover letters, and in preparing for interviews. Individual Exit Transition Action Plans were a part of a student's long-term academic plan and are developed within the student's first semester. Students built upon skills each semester and were able to search for jobs independently upon graduation.
- The second group referred to Exit Transition consisted of students who may have mild mental disabilities, brain injuries, or Fetal Alcohol Effects or Fetal Alcohol Syndrome (FAE/FAS), and for whom, regular programs may not have met their needs. These students often have come through an integrated secondary school system, which did not identify them, and may not view themselves as having a disability. They "graduate" or obtain a school-leaving certificate and then come to CNC to "get their real grade 12" by enrolling in CCP, which has no entrance criteria. If they are not able to complete the academic route to employment, they may be referred to Exit Transition.
- Note: Exit Transition was funded by a one-time grant from Vocational Rehabilitation Services from September 1999 to June 2000.

Douglas College

- The Centre for Students with Disabilities works with faculty and agencies to provide transition planning for students with complex needs.

Kwantlen University College

- At the 1999 High School Counsellors Conference, disability advisors set up a presentation table to provide school district counsellors with promotional material for Kwantlen's disability services.

Langara College

- Met with representatives from Vancouver Community College's program for visually impaired students and CNIB to discuss how Langara might improve the success rates of visually impaired students.

Open Learning Agency (OLA)

- The Disability Services Office purchased a video, *Transition Planning for Students with Learning Disabilities*, and makes it available to OLA staff and students.
- The Disability Services Office coordinates the availability of the *OLA Calendar* in electronic format for potential and current OLA students. The OLA Student Handbook is also available in electronic format.

Intake and Admissions Services

Disability services staff at the public post-secondary institutions work closely with their admissions and counselling offices to ensure that students who have a disability are identified early.

British Columbia Institute of Technology

- The Disability Resource Centre regularly works with the Timetabling Office to advocate for close proximity of classes for students with mobility impairments. For students who require interpreting services, the DRC maintains daily contact with the Timetabling Office and program heads to ensure schedules fit with the availability of interpreters.

Camosun College

- Early registration is encouraged for deaf students and students requiring taped books and materials.
- Camosun College accommodates part-time options in full-time programs for students with disabilities.

Douglas College

- Access Aides provide physical assistance with registration and scribe for admission tests (where physical assistance is required).
- The Centre for Students with Disabilities contacts the Registrar's Office to obtain priority/preferential registration for students who require talking books, interpreting services, and caption services, and to develop adapted procedures.

Kwantlen University College

- Screening tools have been developed to identify students who may have a learning disability and to determine the suitability for future full-scale assessment. Students are referred to Kwantlen's Assessment Services Office, which provides assessments at a reduced cost. The implementation of the screening tool for students with a learning disability has been very successful and has allowed the Kwantlen to offer consistent services to these students.
- Two learning specialists on part-time contracts provide psychometric assessments, screenings, and on-going learning strategies for students, as well as providing consultations for faculty, tutor training, supervision, and other services.

- The Services for Students with Disabilities Office also makes referrals to private and Vocational Rehabilitation Services (VRS) consultants and community agencies that provide educational assessments.

Malaspina University-College
- Intake forms, to be completed by students before each appointment, will be piloted this semester in order to keep track of students.
- All students who need upgrading now attend an orientation session. Individual sessions with an education counsellor are available for career and academic planning.

Open Learning Agency
- All students with a disability are now identified in OLA's official Student Information System. OLA and the Disability Services Office (DSO) can monitor completion rates and develop plans to assist students to complete their studies successfully. Forms and information filing practices at OLA meet Freedom of Information and Protection of Privacy guidelines.

Selkirk College
- Assessment testing before enrolment is now mandatory for all new students. This is resulting in the identification of significantly more individuals requiring disability services.
- Selkirk arranges assessments involving its internal assessment personnel and a local registered psychologist.

Support to Students Accessing Counselling

Institutions continue to develop and refine support for students with disabilities to access counselling in order to assist them in developing and attaining their educational and employment goals.

Camosun College
- Developed an advisory committee for students who are at risk.

College of New Caledonia
- Disability Support Services Offices are located in the Counselling Centre, facilitating the referral of students from one service to the other.

Emily Carr Institute of Art and Design
- The counsellor gave a workshop to the Students with Disabilities Support Group and students have found it easier to book an appointment once they had met the counsellor in a casual setting.

Malaspina University-College

- The Access and Disability Services Office has teamed with Counselling Services Office to provide support and personal counselling for students with disabilities. The results have been extremely positive especially for those needing immediate attention.

Support to Students in Accessing Materials and Equipment

Most institutions report an increase in students accessing institutional equipment, Adult Services Program (ASP) equipment loans, Canada Study Grant (CSG) program, Technology and Services Support Program (TSSP) program, and College and Institute Library Services (CILS) audio book services.

College of New Caledonia

- The Disability Services Office has been working with the Lion's Club in an attempt to obtain funding to purchase a closed caption television.
- Two laptop computers are available for short-term loans to students. However, they are now seriously outdated and are low on the list for capital upgrades.

Douglas College

- The Centre for Students with Disabilities (CSD) personnel and other staff continue to improve students' access to and the maintenance of the Adaptive Computer lab, the CSD adaptive test computer, and the College's computer labs where adaptive software is required.
- Douglas College has a dedicated computer support and adaptive computer lab at the David Lam Campus in Coquitlam.
- The Audio-Visual Unit within Learning Resources operates adaptive equipment for on-site loan for students with disabilities.

Kwantlen University College

- Kwantlen is in the process of developing an Adaptive Computer Lab on each campus for students' use. Currently, it is available in the Learning Centre on the Surrey Campus and the Counselling Centre on other campuses.

Open Learning Agency

- An electronic document management system is being developed to coordinate the inventory of adaptive course material in order to decrease access time for students acquiring materials. It is anticipated the new system will reduce the need for course extensions and the number of students experiencing unnecessary delays in acquiring adapted material.

- Internal processes have been established among CILS, the Open Learning Agency's library, and the Disability Services Office for referrals and support services to students who require adapted materials. These processes will ensure all requests go through the Open Learning Agency's library for accurate tracking.

Selkirk College
- The college is installing a text telephone (TTY) system.

Vancouver Community College
- Vancouver Community College purchased and installed JAWS and Magic on computers in various areas of the College to increase access for visually impaired and blind students.

Support to Students in Accessing Financial Assistance

Institutions reported an increased number of students accessing financial awards departments, training consultants, Vocational Rehabilitation Services, the Assistance Program for Students with Permanent Disabilities (APSD), Canada Study Grant, BC Benefits, ASP, and TSSP.

British Columbia Institute of Technology
- The use of one universal application form to request support services and/or equipment has helped to streamline the acquisition of supports.

Camosun College
- Assisted an increased number of students in the appeal process for a 40% course load.

College of New Caledonia
- The Disability Support Services Office refers eligible students to the appropriate financial assistance resource. Extensive liaison time is spent with external funding providers to ensure they understand the issues related to an individual's disability and the educational planning implications.

Justice Institute of British Columbia
- The Justice Institute Foundation laid groundwork for a new program of bursaries and scholarships to be available to all Justice Institute students in 2000/01.

Langara College
- Researched and updated bursary and scholarship information, and the full report in *The Advocate* (spring edition).

Nicola Valley Institute of Technology
- Increased information and protocol to support staff to handle specific financial problems as they relate to students with disabilities.

Hiring and Supervising of Staff and Student Employees

Disability service providers hire and/or supervise tutors, invigilators, scribes, interpreters, and student aides to help students with disabilities with their studies.

British Columbia Institute of Technology
- To offer the best interpreter/student match, the Disability Resource Centre Interpreting Team hires interpreters deemed to be "competent" according to the Post-Secondary Sign Language Screening Tool.

Camosun College
- Updated the job description for Disability Support Services (DSS) assistants.

Douglas College
- Participation in the selection of new faculty and staff for the Centre for Students with Disabilities (CSD).
- Collaboration in the development of job descriptions and qualifications for all CSD personnel.
- Workshops and meetings were held with Access Aides to discuss issues in serving students with disabilities.

Kwantlen University College
- Three disability advisors continued to provide intake, accommodation, and exit services to students on four campuses.
- Three learning specialists continued to provide screening assessments, interpret psycho-educational and psychiatric reports, and provide learning strategies to over 300 students with learning disabilities on four campuses.

Malaspina University-College
- Reviewed Student Assisting Student Program. Significant changes were made, including increased screening, training, and supervision.

Nicola Valley Institute of Technology
- Training provided to staff and students regarding First Nations and disabilities issues.
- Continued to conduct regular student performance evaluations with students.

Open Learning Agency

- The Disability Services Office (DSO) supervises and coordinates a permanent, part-time administrative support person who assists in a number of DSO's activities, including researching innovative ways to improve services to students with disabilities.

Liaison and Support to Instructors

Disability services providers continue to work with faculty and staff to improve the understanding and acceptance of students with disabilities, as well as to assist in improving methodologies for instructing students with disabilities.

British Columbia Institute of Technology

- The Disability Resource Centre Interpreting Team meets regularly with its current staff of interpreters for information exchanges regarding the challenges of the difficult technical terminology unique to some BCIT programs.

Douglas College

- The Centre for Students with Disabilities faculty, in conjunction with College instructors, developed recommendations regarding instruction, evaluation, accommodation, and delivery, and discussed the impacts of disabilities.

Kwantlen University College

- Services for Students with Disabilities (SSD) contacted all faculty members involved with students with disabilities and provided an account of the nature of each student's disability, verified student documentation, outlined required services or adaptations, and followed up with telephone calls when appropriate. Instructors were contacted through the "Instructors Accommodation Form". Students were also asked to contact the instructor with individual requests.
- On a limited number of occasions, legal support and opinions were provided to faculty to determine reasonable accommodation.
- SSD assisted instructors in writing performance contracts and providing other services for students with disabilities.

Langara College

- Assisted the Continuing Studies Department in accommodating students with disabilities who were taking evening and weekend courses.

Malaspina University-College
- Provided information to instructors and faculty about various disabilities, ways to assist students, and recommendations for alternative assignments.
- Provided instructors with support for and information regarding mental health and brain injuries issues.

Northwest Community College
- At formal and informal meetings, instructors were provided with various support services, ranging from structured curriculum development to teaching study skills strategies and providing information regarding specific disabilities.
- An information session on mental illness was offered to staff at the Terrace campus.

Okanagan University College
- A comprehensive policy and set of procedures are now in place for identifying accommodations for students with disabilities and the support to ensure those accommodations are implemented effectively.

Open Learning Agency
- The Disabilities Services Office (DSO) is revising the *Instructor/Tutor Resource Manual* to assist Open Learning Agency's tutors in working with students with a disability.
- A communication link has been established with different program areas to standardized electronic course material. This ensures students who use adaptive equipment can load and successfully read material on their computers.
- The DSO regularly drafted articles about its activities for internal newsletters.

Workshops for Students

Institutions continue to develop and provide student workshops on disability awareness, advocacy, and coping and learning skills. Various workshops are also offered regarding funding, equipment training, career planning, and income tax reporting for students with disabilities.

British Columbia Institute of Technology
- The Disability Resource Centre continued to offer a modular program of learning strategies (Learning for Success) for students with learning difficulties and learning disabilities.

Camosun College
- Information sessions on the use of note takers.

Douglas College
- Held college preparation courses for students with mental health disabilities. Funded by the Ministry of Health, the programs were a semester in duration.
- Offered *New Directions*, an integrated college preparation course for students with head injuries.

Kwantlen University College
- Drop-in information sessions were held at Kwantlen University College for special education teachers, special needs counsellors, parents and students.
- Orientation sessions were provided for students with visual impairments who required mobility training for physical access to various classrooms and facilities.

Open Learning Agency
- Disabilities Services Office, in partnership with the Nanaimo Independent Living Centre and CNIB, developed weekly hands-on computer sessions in adaptive software applications and Internet exposure.

Tutorial Assistance/Mentoring Program for Students

Students Aiding Students, peer tutoring and mentoring has continued to assist students with disabilities through their post-secondary education.

British Columbia Institute of Technology
- Students who require tutorial assistance are referred to the lab portion of the Learning of Success program and/or may also be eligible for work-study assistance. A number of work-study students became unofficial mentors to the students with whom they worked and assisted them throughout their programs. Mature students bring experience from the work force, are motivated learners, and often become valuable mentors.

Douglas College
- Volunteer note takers provided class notes for students with sensory impairments, severe learning disabilities, and physical impairments.
- Centre for Students with Disabilities faculty taught compensatory strategies and adaptive study skills, and assisted students in understanding and making accommodations for their disabilities.

Kwantlen University College
- Students with learning disabilities or head injuries were given a minimum of three hours a week of individual tutoring or assistance. Other students with disabilities received tutoring when the need was apparent.

Langara College

- Conducted a survey of tutors and tutored students to determine the effectiveness of the peer-tutoring program.
- The Disabled Students' Advocacy Coalition continued to provide opportunities for senior students to act as mentors to students new to Langara.
- Advertising positions for peer tutors on the Disability Services Office bulletin board was not successful. However, the increased number of recommendations by instructors has simplified the identification and acquisition of peer tutors.

Physical Access Planning

To keep pace with the evolving functions of campuses, as well as health and safety and building codes, institutions continue to improve planning for and implementing disability access to facilities.

British Columbia Institute of Technology

- In conjunction with the Special Needs Advisory Committee, facility upgrades and changes were implemented with priority given to issues and criteria such as health, safety, student needs, and budget parameters. The Disability Resource Centre (DRC) continually reviews Facilities Access Plans as students' needs and requests change.
- Most of the Student Services area was renovated to meet current building code requirements. Recent additions included areas designated for invigilated exams to meet increased requests.
- The DRC worked with the Physical Plant Department and Computer Resources to acquire technical equipment for classroom work.

College of New Caledonia

- Two newly constructed private exam rooms in the Centre for Student Success can be booked by students who require a quiet, non-distracting setting to write exams.
- A furnished "respite area" was created for use by students with physical disabilities or health problems who require rest between classes.

Douglas College

- Ongoing liaison with the Physical Plant Director in a continued effort to upgrade buildings to changing disability codes.
- Ongoing liaison with the Physical Plant Director to provide accessible parking and with the Student Society to obtain lockers for students with physical disabilities.

Emily Carr Institute of Art and Design

- Installation of strobe emergency lights in the photography darkroom to alert hard of hearing and deaf students.

Kwantlen University College

- Renovations took place on the Langley and Surrey campuses following the "Multi-Year Multi-Campus Access Plan".
- An audit of the science labs was conducted and recommendations were implemented.

Langara College

- Worked with Langara Student Society to establish space for students with a disability in the plans for the new Langara Students' Union quarters.
- Conducted a physical access survey for students with mobility and sensory disabilities to determine priorities for physical access improvements at Langara College.
- Updated the five-year plan entitled *Physical Access for Persons with Disabilities: Multi-Year Plan.*
- Worked with the Communications Department, Graphic Arts Department, and the College President to determine signage appropriate for visually impaired students.
- Following a survey regarding Langara's provisions for parking for persons with a disability, two new parking places were established.

Malaspina University-College

- Meetings were held with the Access Advisory Committee and the Safer Campus Committee to discuss the feasibility of forming a joint committee for the multi-year plan.
- A map of the ramps, stairs, emergency phones, elevators, and parking were developed this year.
- The donated wheelchair was stolen from the campus, prompting security measures regarding the storage of scooters.
- Requested that lockers be installed in various locations throughout the campus for students who are unable to carry books from class to class. The project is in progress.
- Worked with Physical Plant personnel on the design of a portable lab station.

Northern Lights College

- A regional committee met to determine the progress of access renovations outlined in the 1994 Five Year Accessibility Audit. Most of the areas identified have been modified, but with changes to building use, several areas not listed on the 1994 plan were identified as barriers to students with disabilities. The decision was made to tour all campuses and write a new Five-Year Access Audit. The Audit was completed in April 2000.

Northwest Community College
- The installation of an elevator has made the regional administration building accessible for persons with physical disabilities.

Open Learning Agency
- Disabilities Service Office is acting in a consulting role in the reconfiguration of OLA's public reception area and Student Services information area.
- New front access signage, along with a newly improved sidewalk ramp, is now in place.

Acquisition of Print/Audio Visual Resources

All institutions continue to purchase resource guides and videos to improve the understanding of specific disabilities, and to provide coping strategies and skills for students with disabilities.

Camosun College
- Purchased tape recorders, a talking calculator, JAWS, and Zoom Text XTRA.

Capilano College
- New materials were provided to the library, including software for students with physical limitations and those with learning disabilities. An orientation workshop was also provided to disability services personnel and library staff to acquaint them with software usage.

Kwantlen University College
- The library continued to maintain all audio-visual resources and acted as a resource for training students on how to use adaptive equipment.
- Services for Students with Disabilities (SSD) purchased seven (to bring the total to 20) new 4-track cassette players for students using audio books.
- Facilitated the possibility of a provincial site license for JAWS and magnification software in order to decrease costs to institutions.

Malaspina University-College
- To meet the needs of students who require class notes, texts and other material in electronic format, a newer, faster unit replaced an older computer. The new computer was also used in exam accommodation and for students who acquire equipment through the Adult Services Program.

Open Learning Agency

- Disabilities Service Office continues to make available a software package for learning Windows 95. Students can access the software through the OLA library at no cost and in three formats (Braille, tactile, talking book).
- Disabilities Service Office assisted in the development of two Open College courses for the World Wide Web. *Introduction to Information Technology* and *Computer Applications in Business* have been designed to ensure access by persons with a disability, particularly persons with visual impairments.
- Disabilities Service Office continues to participate on internal and external committees that have an Internet focus to ensure that the World Wide Web is accessible and friendly to persons with a disability.
- Disabilities Service Office assisted in the development of a portal ('Campus Pipeline') to allow online services and registration.

Significant Challenges Faced in 1999/00

Each year, institutions receiving Disability Services Grant funding are asked to identify the significant challenges they faced during the reporting period. A number of issues arise frequently in the institutions' Grant Reports and these are summarized below.

Increased Student Numbers and Complexities

The demand for services has grown in volume and in complexity. Students with disabilities come to post-secondary institutions with greater expectations, a broader range of areas of study, and more complex accommodation requirements. The number and complexity of services are making it difficult for institutions to maintain an "open door" policy and to help students deal with the stresses of a post-secondary environment. Immediate assistance is particularly needed for students with mental health disabilities who often require emotional and financial support.

There are growing numbers of students with a disability served by BC Benefits. The needs of these students are further complicated due to the scope of the disadvantages they face. Related to the higher demand for services is the increased number of students with complex disabilities who require a great deal of contact time. The ongoing costs of accommodations, such as interpreters and adaptive equipment, are significant.

There is concern among institutions that statistics based on student numbers do not accurately reflect the increase in the service providers' workloads. The number of contact hours for each student has been growing steadily each year and the increased numbers of students do not indicate the number of contact hours service providers spent with each student.

Assessments/Documentation

Formal documentation and psycho-educational assessments for students with a suspected learning disability continue to pose challenges. A number of institutions reported that students arrive with inadequate documentation, and cannot afford assessments or access funding for assessments within appropriate time frames.

One institution had to withdraw conditional accommodations for students who claimed to have learning disabilities or ADHD. Further testing by the college's specialists determined that the students did not meet existing guidelines for support services. This was a concern for the institution's disability services providers. Ministry and institution staff continued to work on issues related to assessments and documentation.

Legal Issues

The Human Rights Code has created a new awareness of rights for persons with a disability. If a person is able to benefit from an educational or training experience, as demonstrated by meeting the normal program entry requirements, then he or she is entitled to receive reasonable accommodation to derive that benefit.

Over the past year, there were a number of issues related to student access and reasonable accommodation. These necessitated gaining legal advice on applying the principles of the human rights legislation. The complexities of some disabilities and the right to accommodation suggest there will likely be an ongoing need for further legal advice. This is both costly and time-consuming for the institutions.

Apparent inconsistencies in policies and the increased mobility of students have also been linked to an increased risk of litigation.

Accommodation

Appropriate accommodation is intended to compensate for disabilities so that students with a disability can learn on an equal basis with students with no disability. Although providing accommodations where there is a recognized need for access is appropriate, there is concern that students with a disability not be provided the benefits of an unwarranted accommodation that would result in educational enhancement.

Concerns were also raised about the type and length of accommodations. One institution expressed its concern about how far instructors should be asked to modify and/or substitute program requirements. There was also concern regarding how long a student with disabilities should continue in a course before the decision is made that the student is no longer able to make progress. One institution had a student continue into a third year for a one-year course.

Financial and Agency Programs

Several Grant Reports raised concerns about financial assistance programs for students. The awareness of available funding for students with disabilities has increased over recent years through some initiatives originating from the Student Services Branch of the Ministry. The Technology and Services Support Program (TSSP) initiative created one application and process for what had previously required three individual applications for the Canada Study Grant (CSG), Assistance Program for Students with Permanent Disabilities (APSD) and the Adult Services Program (ASP) for loans of adaptive technology. The intention of this single application form was to eliminate the need for students to have to apply separately for these three programs. The TSSP initiative has been very successful from a student perspective with more students with disabilities are getting the services and equipment they require to attend post secondary education. While this initiative has clearly benefited students, some institutions have noted increased workloads and are being challenged to utilize the resources available to them in the most effective way possible.

Qualified Staff

There continued to be a shortage of qualified interpreters for persons who are deaf or have severe hearing loss. Some institutions also had difficulty in finding trained tutors in some disciplines, student mentors to meet the criteria for Student Aiding Students, and note takers with computer training.

Access to Technology

Modern adaptive equipment has enabled some students with disabilities to participate in learning activities unavailable to them before. However, staying current with technological developments that assist students with disabilities while managing the inventory of course materials produced in alternative formats, has become a challenge. One institution reported a 68% increase in students requesting adaptive course material, and a 36% increase in referrals for technology under the TSSP program. Keeping pace with adaptive software and hardware continues to be financial challenge. Increased demands for adaptive equipment have been especially difficult for smaller institutions and institutions with many campuses.

Due to the use of Braille in the K-12 system, there was an anticipated need for its use at the post-secondary level. Some institutions were not able to meet these needs internally, and there is still a struggle to acquire texts in Braille for required courses. Access to some courses and programs for students who are blind is further complicated as more instructors put their course material and resources online.

The rapid growth in the number of distance education students was also identified as bringing unique challenges to the delivery of services for students with a disability. This is especially true for smaller institutions. Access to technology and to distributed learning courses appears to be an issue on the horizon.

Disability Services Report

With the growing number of students with disabilities and the support services they require, reporting continued to be a challenge. It was felt that data collection was inconsistent among institutions and that the subsequent reports did not reflect the amount of time, type of support or services, and what was involved with each service. Consequently, a standardized system needed to be developed to capture data accurately across the system. MAETT began the process of forming a working group with representatives from the institutions to develop standardized definitions of disabilities and to streamline reporting requirements.

Other issues

- For students with disabilities for whom English is a second language, it was difficult for DSC to determine whether poor achievement was the result of language difficulties or a learning disability.
- Ensuring service to small satellite campuses remains difficult.
- There continued to be a need for space to provide exam accommodations.
- The need remained for specialists with whom institutions could consult to assist students with complex needs.
- Concerns were expressed regarding the higher pay rates the Ministry of Health offers for medical interpreting and the impact on the availability of interpreters for educational interpreting.

Outcomes Measures Undertaken

Positive student outcomes were priority for MAETT, and the institutions are asked to provide any measures undertaken in this area. Although data continued to be incomplete, a number of institutions are now tracking students and reporting on outcomes.

Where available, data are provided below. If institutions were in the process of implementing tracking systems, this was noted. Institutions with no activities in the area were omitted.

British Columbia Institute of Technology

DRC staff is currently working with the Institutional Research and Planning Department to develop an amalgamated database, along with Aboriginal Programs and Services and the Income Assistance Education Access Centre, to improve services and data collection, including educational outcomes.

Camosun College

Camosun College developed a tool for obtaining data from students who had completed or left their programs. Camosun followed up on 146 students with disabilities who had completed or left their programs during 1998/99. Of those students, 59 responded as follows:

Outcomes	Number
Successfully completed program	42
Did not complete program	4
Partial completion of program	13
Employed	25
Furthering education	43
Received disability services while attending Camosun College	50
Total	59

Capilano College

Students with disabilities continud to represent what might generally be considered a "high risk" group. High-risk students comprise about 15-19 percent of Langara's student body. These include students who failed, withdrew for various reasons, signed up for and then dropped classes, were required to withdraw, or were placed on academic probation due to unsatisfactory performance. Over the past several years, data continually suggested about 30-40 percent of students with a disability experienced some degree of difficulty maintaining satisfactory status in programs and courses. This year (1999/00) was no exception, as approximately 30 percent (primarily those entering with a diagnosed learning disability, mental health concerns, or ADHD) experienced difficulty.

College of New Caledonia

CNC reported that the demands of directly providing services did not allow time to gather outcome data for Access Services or Learning Assistance. Students who participated in the Exit Transition service were tracked as follows:

Outcome	Number of Students	
	1998/99	1999/00
Continuing at CNC	7	10
Continuing through other institution/training opportunities	0	2
Completed program and employed	n/a	3
Completed program and looking for employment	1	3
Exiting and not looking for employment or training	0	0
Referred to community agencies	3	0
Referred to other college programs	n/a	2
Unknown	2	3
Total	13	23

Douglas College

Formal outcome measures were not undertaken for the past fiscal year.

Emily Carr Institute of Art and Design

Students with disabilities who were referred to the Career and Co-op Office were tracked. Fifteen students found jobs. Eleven graduated in 1999.

Justice Institute

Outcomes 1999/00	Number
Successfully completed program	38
Successfully completed course	18
Total	56

Langara College

An evaluation of success rates in 1999/00 of students with disabilities has produced the following results:

Outcome 1999/00	Number
Returning to Langara	148
Graduated/attending other post secondary	15
Other post-secondary	18
Upgrading at other post secondary	6
Working/time off	10
Withdrawal/medical withdrawal	27
Unknown	30
Academic suspension	26
No longer eligible for service (no documentation)	11
Total	291

Malaspina University-College

Nanaimo:

The database for students with disabilities, including an outcome evaluation component, was in the final stages of development.

Cowichan:

Cowichan Campus Student Services worked with the Director of Institutional Research and Planning on an evaluation of services. The goals of this project were to develop a method of tracking students from entrance to exit, and to ensure a more accurate means of tracking and measuring outcomes.

Powell River:

The estimates of outcomes for students with disabilities on the Powell River Campus indicated the following:

Outcome 1999/00	Number
Employed full- or part-time	3
Looking for work	10
Pursued post-secondary studies	10
Pursued upgrading	27
Pursued (non-credit) career/vocational programs	4
Total	54

Okanagan University College

Disability Services' goal for 2000/01 included developing the ability to report meaningful outcome measures.

Selkirk College

Selkirk College worked on a tracking/analysis system for the entire college in order to assess its success with students and identify areas that needed improvement.

University College of the Cariboo

The new database will be in effect for the 2000/01 year. The following information regarding students with disabilities was limited to March 31, 2000:

Outcome	Number of Students		
	1997/98	1998/99	1999/00
Successful completion	18	15	10
Continuing education	54	85	58
Employed/Seeking Employment	10	1	12
Deaths	2	1	1
Did not complete, but working	3	5	10
Did not complete, not working	5	4	6
Medical withdrawal	2	4	4
Unknown		10	13
Total	94	125	114

Vancouver Community College

Statistics are unavailable as Vancouver Community College was in the midst of connecting to SYLBA Trakker to monitor students.

Appendix A:

Institutional Policies Relating to Students with Disabilities

Note that the following is based on information provided by the institutions in the Disability Services Grant Reports

INST.	POLICY	STATUS	DESCRIPTION/SUMMARY
BCIT	Support Services for Students with Disabilities (Policy 4501)	Amended Jan. 8, 1997. Review due Sept. 1, 2001.	Goal is to provide students with disabilities equal opportunity to foster educational and developmental goals. Procedures are outlined for: requests for support services; documentation; individual educational plans (IEP); exam accommodations; interpreting, adaptive equipment, and alternate format textbooks; and marks review.
CAM	Human Rights Policy - College Services and Support (Draft) College Harassment Policy	Anticipate board approval: May, 2001	Camosun College affirms the right of every member of the Camosun College Community to work and study in an environment free from discrimination. Camosun College does not condone and will not tolerate behaviour that may undermine the dignity, self-esteem and productivity of any member of the Camosun College community. Camosun College acknowledges that it has a legal responsibility (including prevention, correction and action) to promote an environment free from discrimination.
CAP		An internal steering committee is working to develop policies.	
CNC	Access Policy: Students with Disabilities	Revised: March 01, 2000	The policy recognizes and affirms the rights of persons with disabilities to equitable access to post secondary education. The College will provide academic accommodation and support to students with disabilities. Procedures are outlined for the following: physical access, documentation, admission, course delivery/evaluation, support services, appeals, and definitions.
COTR	Information unavailable		Policy not submitted
DGC	Accessibility to College Programs, Courses and Services for Persons with Disabilities	Effective: Sept. 1999 Review: Sept. 2002	The policy recognizes the provision of educational opportunities for students with disabilities to be an integral part of the educational enterprise. Students with disabilities are full and equal members of the student population, accorded the same rights, opportunities and responsibilities as other students. Procedures and/or policies are outlined for the following: definitions; admission; instructional accommodations; professional development; and, external associations.

ECIAD	Information unavailable		Policy not submitted.
JI	Access Policy	Approved: Dec. 15, 1998	The policy is committed to creating an inclusive, welcoming and supportive learning environment for all students. JIBC will remove barriers will support students with disabilities, aboriginal students, and students from diverse cultures.
	Educational Support Policy	Approved: Mar. 23, 2000	The JI is committed to providing educational support services for learners.
KUC	Student Access to Interpreting Services (C.36)	Effective: Feb. 27, 1996.	The policy outlines the criteria for eligibility, and students' and KUC's responsibilities regarding interpreting services.
	Services for Students with Disabilities (C.37)	Effective: Sept. 1995 Revised: Feb. 2001	The policy recognizes its moral and legal duty to provide accommodation, to remove barriers and provide opportunities to students with disabilities, enabling them to access services, programs and facilities and to be welcomed as participating member of the University College community. Procedures and/or policies are outlined for the following: definitions; responsibility of the University College towards students with disabilities; responsibilities of students with disabilities; documentation; process for reaching accommodation; facilities; and, appeals.
	Safety and Student Medical Fitness	Effective, Nov. 1995 Revised: Oct. 1999	The policy goal is to maintain a safe learning and working environment for students and employees. In that regard, the University College must ensure that students do not endanger themselves or others in their programs or courses and that the programs and courses remain widely accessible. Procedures outlined are: that applicants have full information about the demands of a program or course so that they will be able to determine if they will be able to complete the program or course safely, that the UC advise applicants who wish to enter programs or courses in which it seems likely that they will endanger themselves or others and preventing such applicant from doing so, that KUC address issues that may arise from students already enrolled in programs or courses, but who may not be able to undertake the assignments of the program or course safely by virtue of a physical or mental impairment

LAN	Accessibility for Students with Disabilities (Policy 1.1.1.4)	Last amended May 30, 1996.	Purpose is to ensure that persons with disabilities have equitable access to learning and educational opportunities in a safe, welcoming environment. Procedures address information provision, admission criteria, documentation, available accommodations, evaluation of services, and coordination of services. Procedures also provide for in-servicing and physical access audits.
	Policy on Documentation		Outlines the need for current documentation of a disability, and defines what is considered acceptable documentation.
	Exam Invigilation Policy		Outlines exam invigilation for students with disabilities, includes the following procedures: site of invigilation, student responsibility, work study student's responsibility as invigilator, Disability Services Assistant's responsibility, Disability Coordinator's responsibility.
	Guidelines for Exam Reader/Scribes		Disability Services will provide a reader/scribe to students with physical and/or sensory disabilities when technology does not permit the student to complete exams independently.
	Special Registration Assistance Policy		Outlines the provisions for assistance in registration for a limited number of students with documented disabilities.
MUC	Students with a Documented Disability (32.02)	Draft Form	The policy recognizes the legal duty to provide educational opportunities to students with a documented disability and to enable them to access courses, programs, facilities and services. Procedural guidelines outline definitions, the legal framework, the responsibilities of the students with disabilities, the responsibilities of Malaspina University-College, and the review/appeal process.
NVIT		New policies currently being revised	Policy not submitted.
NIC	Access Policy	Draft Form	Policy not submitted.
NLC	Access Policy	Issued: Nov. 18, 1994 Revised: Jan. 28, 2000	The policy recognizes and affirms the right of persons with disabilities to gain access to post secondary education and, without unfairly disadvantaging other students, will take the initiative to remove barriers that prevent or inhibit full participation by persons with disabilities. Guidelines are set out which govern admission and withdrawal, documentation, reaching accommodation, accommodation, course instruction and evaluation, physical access, transitions, awareness, and definitions.

NWC	Campus Housing Rates for Students with Disabilities		The intent of the policy is to lessen the financial strain on students living in the dormitory. Students requiring an individual dormitory room as a result of a disability will pay a rate equal to the rate charged for double occupancy. Procedures are outlined.
	Program/Course Access for Students with Disabilities	Approved April 12, 1997.	Alternative learning and evaluation procedures will be provided for those students who, as a result of a disability, have difficulty learning and/or demonstrating their knowledge. Procedures are outlined for making adaptations.
	Accessing Services for Students with Disabilities	Approved April 12, 1997.	The College will endeavour to arrange services to assist students with disabilities with their studies. Procedures are outlined for provision of services.
OLA	Fee-waived Extension Policy (4.4.3.3)		Rationale is to provide students with a disability or medical condition more time and support to complete courses, and the opportunity to obtain a course extension without additional cost. Procedures and appeal mechanism are outlined.
	Exam Accommodations Policy		Students with a disability can be provided (under certain conditions) with reasonable exam accommodations at no extra cost. Procedures are outlined regarding requests and approval of services.
	Student-Aiding-Student Policy		Purpose is to provide services to students who, because of a disability or medical condition, require a Student-Aide to assist them with reading, typing, lab work, transcribing, library research, and other work directly related to the course(s) being taken. Students receiving services must abide by listed procedures.
	Equipment/Materials Loan Policy		Purpose is to provide students having a disability or medical condition with the opportunity to obtain equipment loan and/or materials in alternate formats in order to complete their course without additional cost to the student, tutor, advisor or Student-Aide. Students requesting services must abide by listed procedures.
	General Access Policy	Policy will undergo review.	

OUC	Policy for Students with Specific Disabilities		The purpose of the policy is to provide reasonable access for students with disabilities. Procedures include: the role of Disability Services personnel; ensuring physical accessibility; adaptations to admissions requirements; adaptation to course delivery; provision for modified evaluation system/anecdotal grade; adaptations to assignments; and, provision of unique library/audio visual equipment and services.
SLK	Students with Specific Disabilities Policy (2.4.3)	Amended: Feb. 9, 1999 Review: June 1, 2005	Purpose is to facilitate access to courses, programs, and services by students with disabilities. Intent is to assist disabled students to participate and achieve success in an area not affected by the disability, and to provide alternate ways of meeting course/program criteria. Procedures related to student recruitment; admissions/registration, instructional delivery/grading, facilities access, student services, and monitoring and amendment.
UCC	Accessibility for Students with Special Needs (Policy ED-10-0)	Approved: Feb. 12, 2000	The policy objective is to provide persons with disabilities the same rights, responsibilities, opportunities and respect as all other learners. This objective can be accomplished through providing direct support services and facilitating an accessible physical environment that encourages the participation and success of students with disabilities.
UCFV	College and Career Preparation Assessment Policy		Policy not submitted.
	Persons with a Disability Policy Statement (340.22)	Approved during 1999/98 year.	UCFV will accommodate students through services, courses and programs adapted to meet the individual student's needs. The policy addresses: physical access; entrance requirements; classroom accommodation; and, exam accommodation.
	Exam Accommodation Policy	Was in draft form in 1996/97.	Policy not submitted.
VCC	Students with Disabilities Policy (D.4.1)	Effective May 12, 1998.	The College is committed to the provision of educational opportunities for students with disabilities. Will endeavour to provide the broadest range of programs and services to adults with disabilities to increase their access to educational institutions and to the labour force. The policy addresses: requirements for admission, the "bona fide" occupational requirements of the course, and reasonable accommodation